



Montana Behavioral Initiative

A newsletter to support the implementation of Positive Behavioral Intervention Supports (MBI) in schools throughout Montana

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School-Wide MBI – A Handout for Parents

Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. — S.K. Adams & J. Baronberg

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When Finished Route To:



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

What is SW-MBI?

School-wide positive behavior interventions and support is a system that is developed by a school for improving student behavior. It is used:

- with all students
- across all environments in school (classroom, lunchroom, restroom, playground)
- to help schools create effective learning environments

Why does a school choose to use SW-MBI?

Schools that implement school-wide positive behavior interventions and support are schools that have decided that their current discipline process is not effective in helping students to change their behaviors. These schools are interested in:

1. Identifying and teaching expected student behaviors.
2. Finding ways to reinforce and reward those behaviors.
3. Enforcing consistent meaningful consequences when violations occur.

School-wide positive behavior interventions and support is a planned way to meet the behavioral needs of students in a school. Parents are important in the success of SW-MBI, and many choose to use a similar system at home. The SW-MBI consists of three steps:

Step 1: Identify and Teach Expected Behavior

- Identify three to five expectations across environments.
- Provide examples of what behaviors are expected, including for the cafeteria, bus, and social areas such as the gym or playground.
- Post the expectations throughout the building.

Teaching the behavioral expectations means that the school MBI team must identify what the expectations are in different locations across the school day. The team will develop a teaching matrix of the behaviors expected. They will be different in different environments.

Step 2: Positively Reinforce and Reward Expected Behaviors

When students meet school-wide expectations, school staff will note their success with positive reinforcement. This might include praise or coupons that can be used to purchase items at school. It might include weekly drawings for rewards, special privileges, or recognition during student assemblies. All staff (principal, teachers, lunchroom staff, bus drivers, librarians, janitor, etc.) would use the system.

Step 3: Enforce Meaningful Consequences for Violations

In addition to teaching and rewarding positive behaviors, the

school will identify a consistent way to respond to problem behavior when it occurs. The strategies to address challenging behaviors will be shared with students, staff, and parents. This will help everyone to know what behaviors violate the expectations. The process should be shared with families in the school discipline handbook, as well as through regular reports. Problem behaviors typically fall under the categories of minor or major problems.

- Minor behaviors are dealt with by building staff or the classroom teacher
- Major violations are managed by administrative staff.

Levels of School-Wide Support

Schools that use SW-MBI create and maintain supports to meet the needs of all students. These supports are based on the understanding that specific behaviors need to be taught, not just expected. However, even with MBI in place, about 5-10 percent of students will need additional support to be successful. A continuum of support is described below.

1. Universal systems of support (school-wide behavior support): Behavioral support is provided for ALL students throughout the school. These supports include:

- Social skills instruction
- Positive discipline that is proactive

- Behavior expectations that are taught
- Active supervision and monitoring
- Positive reinforcement
- Fair and corrective discipline
- Parent training and collaboration

2. Small group systems of support:

This level of support provides additional help for 10-15 percent of students who need more support. Interventions are more intensive and are for a smaller number of students. They are often provided in small groups, and include:

- Social skills groups
- Conflict resolution
- Self-management programs
- Adult mentors (checking in)
- Small group instruction

3. Targeted systems of support (focused on the individual child):

Intensive, individual supports for a few students with problem behaviors. These supports are used when universal and group/classroom supports are not effective in teaching behavioral skills in all settings. About 5-10 percent of students need this more intensive level of support. It includes:

- Individual academic support (IEP/504)
- Intensive social skills instruction
- Functional behavior assessments (FBA)
- Behavior intervention plans (BIP)
- Supervision and monitoring
- Interagency collaboration
- Intensive collaboration with family

Family Involvement in MBI

Teaching a behavior that schools expect to see works best when there

is consistency across home and school settings. When a child has challenging



behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for students with special needs. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors. However, parent involvement is really important in all aspects of SW-MBI. When parents are involved, outcomes for children are better.

Participating in a school-wide MBI initiative is more than volunteering to help with a school field trip or help out in the classroom. It is a willingness to help participate in your own child's positive behavioral support program, and to participate in SW-MBI planning to help other families. The following suggestions are different ways that parents can be involved in SW-MBI.

School-Wide

- Learn about MBI
- Read materials offered by your child's school related to MBI
- Learn about the school's MBI model
- Participate in MBI planning
- Help the school to understand family priorities and issues
- Help the school understand community cultural values, beliefs and practices

- Participate in discussions to build family and school agreement on school-wide expectations for behavior
- Use MBI strategies in home and community environments
- Teach behavior expectations to your children
- Use and reinforce MBI strategies at home and in the community
- Help build parent participation in school-wide MBI
- Help other families understand MBI
- Link with and support other school families
- Help get community involved
- Link with community resources and actively engage community supports for the school's efforts (i.e., search for donations and free resources in the community for MBI reinforcement programs).

Small Group

- Help the teacher to understand your family's values, beliefs and practices
- Help school staff to develop and implement "targeted" interventions for your child

Individual

- Participate on your child's individual behavior support team, if he or she has one
- Share your child's strengths and needs in order to develop a behavior plan

- Help the team to understand strategies that are most acceptable to you
- Advocate for your child's needs with other team members
- Review outcome data to determine if the behavior plan is effective

Traditional ways of dealing with problem behaviors through punishment is not effective in changing behavior. It is exciting to see schools adopt school-wide MBI, because the model approaches behaviors as skills that need to be developed. It approaches behavior as an instructional need. It addresses parent concerns with safety for all children. It helps schools create effective environments that improve teaching and learning.



Parents of children with behavior challenges are important in a system of school-wide positive behavior interventions and supports because they already know that punishment does not teach skills. Parents already know what individual strategies may work with their own child. Parents are important contributors in developing SW-MBI in their child's school, because parents have a great deal at stake – the lives and futures of their children. By becoming involved, parents can have a vital role in improving school climate, safety, and instructional

time. Most important, parents can have a role in helping their child to develop the positive behavior skills that are the foundation for a successful future.

The Elementary School Teacher Blues - Whittier Elementary, Bozeman

Woke up this morning
Came to school
Wanted more than anything for kids to follow the rules
But no they're running in the hall
We're climbing up the wall
We've got those elementary school teacher
Kids aren't following the rules teacher blues

We go into our classrooms
Everyday
We work our fingers to the bone to earn our pay
No matter what we do
Someone breaks the rules
We've got those elementary school teacher
Kids aren't following the rules teacher blues

Now if you want to help us
Here's what we'll do
We'll all work together and we'll all follow the rules
Yes we will be kind
The students all will mind, the teachers won't have the blues
We'll be a real cool school
And that's good news

The teachers won't have the blues
We'll be a real cool school
And that's good news

Yeah!



2013 MBI Summer Institute

June 17-21, 2013

Electronic Registration Opens March 18

<http://www.montana.edu/cs/conferences/mbi/>



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Ideas for Immediate implementation

APPLAUSE IDEAS



RAINSTORM -- Start clapping with one finger against opposite palm, then 2, 3, 4, 5, and reverse, ending with one finger again.

SEAL OF APPROVAL -- Put elbows together, open and close forearms and hands, and bark in a high-pitched "Arf."

DEEP-SEA DIVER CHEER - Hold one hand over head, puff out cheeks and say "blub, blub, blub."

HOME RUN CHEER - Simulate swinging a bat at a ball, shade your eyes with your hand and yell (loud) "There She goes!"

SPICE GIRLS APPLAUSE - Swing hips from side to side and say "hip—hip hooray!"

PERSONAL CHEER - Stamp feet three times, then shout the individual's name.

BULLFIGHTER - Hold down cape and move in an appropriate motion while shouting "OLE!"

DOCTOR - Open mouth, stick out tongue, say Ahhhhhhhhhh!

POLITICIAN APPLAUSE - Pat yourself on the back.

AVON LADY - Point a forefinger and shout, "Ding, Dong!"

EAGLE - Lock thumbs and flutter fingers like wing and shout "Cree, cree!"

WHIP - Pretend to snap a whip and say "Yhaw, Yhaw."